

CHARLESTOWNE ACADEMY

5841 Rivers Avenue
North Charleston, South Carolina 29406

GRADES K-12 Elementary School

ENROLLMENT 405 Students

PRINCIPAL Edward Tichi 843-746-1349

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	48	39	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

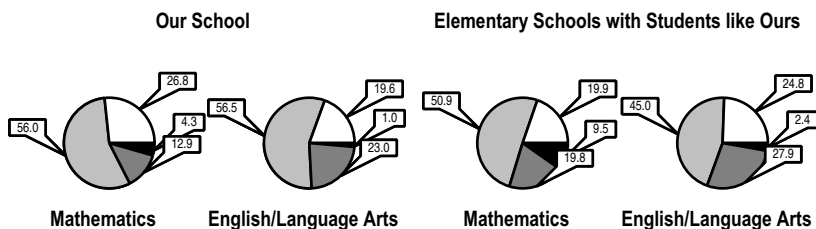
FOR MORE INFORMATION, VISIT WEBSITES AT:




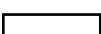
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	19	21	24
Percent satisfied with learning environment	100.0%	75.0%	87.5%
Percent satisfied with social and physical environment	89.5%	83.3%	70.8%
Percent satisfied with home-school relations	84.2%	78.9%	50.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	213	100.0	19.6	56.5	23.0	1.0	23.9	17.6
Gender								
Male	84	100.0	24.7	55.6	19.8	N/A	19.8	17.6
Female	129	100.0	16.4	57.0	25.0	1.6	26.6	17.6
Racial/Ethnic Group								
White	41	100.0	5.0	50.0	42.5	2.5	45.0	17.6
African-American	161	100.0	23.4	58.9	17.1	0.6	17.7	17.6
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	201	100.0	16.2	58.4	24.4	1.0	25.4	17.6
Disabled	12	100.0	75.0	25.0	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	213	100.0	19.6	56.5	23.0	1.0	23.9	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	213	100.0	19.6	56.5	23.0	1.0	23.9	17.6
Socio-Economic Status								
Subsidized meals	135	100.0	25.8	54.5	19.7	N/A	19.7	17.6
Full-pay meals	78	100.0	9.1	59.7	28.6	2.6	31.2	17.6

Mathematics								
All students	213	99.5	26.8	56.0	12.9	4.3	17.2	15.5
Gender								
Male	84	98.8	28.4	58.0	12.3	1.2	13.6	15.5
Female	129	100.0	25.8	54.7	13.3	6.3	19.5	15.5
Racial/Ethnic Group								
White	41	97.6	7.5	57.5	25.0	10.0	35.0	15.5
African-American	161	100.0	31.6	56.3	9.5	2.5	12.0	15.5
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	201	99.5	24.4	57.9	13.2	4.6	17.8	15.5
Disabled	12	100.0	66.7	25.0	8.3	N/A	8.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	213	99.5	26.8	56.0	12.9	4.3	17.2	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	213	99.5	26.8	56.0	12.9	4.3	17.2	15.5
Socio-Economic Status								
Subsidized meals	135	100.0	33.3	56.8	7.6	2.3	9.8	15.5
Full-pay meals	78	98.7	15.6	54.5	22.1	7.8	29.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	32	N/A	12.5	31.3	50.0	6.3	56.3
	Grade 4	15	N/A	33.3	40.0	26.7	N/A	26.7
	Grade 5	26	N/A	11.5	50.0	34.6	3.8	38.5
	Grade 6	25	N/A	12.0	48.0	24.0	16.0	40.0
	Grade 7	28	N/A	10.7	64.3	25.0	N/A	25.0
	Grade 8	25	N/A	16.0	52.0	32.0	N/A	32.0
2003	Grade 3	39	100.0	15.8	52.6	31.6	N/A	31.6
	Grade 4	23	100.0	17.4	52.2	26.1	4.3	30.4
	Grade 5	25	100.0	34.8	47.8	17.4	N/A	17.4
	Grade 6	20	100.0	45.0	25.0	25.0	5.0	30.0
	Grade 7	55	100.0	16.7	61.1	22.2	N/A	22.2
	Grade 8	51	100.0	9.8	72.5	17.6	N/A	17.6

Mathematics								
2002	Grade 3	32	N/A	25.0	62.5	12.5	N/A	12.5
	Grade 4	15	N/A	33.3	40.0	13.3	13.3	26.7
	Grade 5	26	N/A	19.2	46.2	11.5	23.1	34.6
	Grade 6	25	N/A	8.0	52.0	28.0	12.0	40.0
	Grade 7	28	N/A	64.3	32.1	3.6	N/A	3.6
	Grade 8	25	N/A	48.0	44.0	8.0	N/A	8.0
2003	Grade 3	39	97.4	31.6	55.3	13.2	N/A	13.2
	Grade 4	23	100.0	26.1	56.5	13.0	4.3	17.4
	Grade 5	25	100.0	30.4	47.8	21.7	N/A	21.7
	Grade 6	20	100.0	10.0	55.0	25.0	10.0	35.0
	Grade 7	55	100.0	24.1	51.9	13.0	11.1	24.1
	Grade 8	51	100.0	31.4	64.7	3.9	N/A	3.9

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 405)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.6%	2.4%
Attendance rate	95.0%	Down from 96.0%	95.8%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	12.3%	Up from 8.8%	12.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.0%	Up from 4.4%	8.7%	8.0%
Older than usual for grade	14.1%	Up from 5.3%	1.0%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	51.9%	Down from 62.5%	45.2%	50.0%
Continuing contract teachers	77.8%	Up from 75.0%	86.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	71.3%	Up from 70.9%	86.4%	86.2%
Teacher attendance rate	94.0%	Down from 95.1%	95.2%	95.3%
Average teacher salary	\$38,651	Down 1.1%	\$39,473	\$39,909
Prof. development days/teacher	7.5 days	Down from 9.9 days	11.3 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio	24.1 to 1	Up from 21.7 to 1	18.9 to 1	18.9 to 1
Prime instructional time	87.9%	Down from 90.2%	89.5%	89.7%
Dollars spent per pupil*	\$5,122	Up 28.7%	\$5,668	\$5,892
Percent spent on teacher salaries*	65.1%	Down from 66.5%	66.6%	66.6%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Charlestowne Academy is the only magnet school in Charleston County that offers a comprehensive academic program to students from kindergarten through twelfth grade. Our campus is conveniently located in North Charleston near the intersection of Interstates 26 and 526 in the former Bethune Elementary School Building.

We are the only school in South Carolina that is based on a proactive parent-teacher-student partnership. Parents know that firm discipline and rigorous instruction occur at Charlestowne Academy. When parents apply for their child's admission to our school, they agree to be involved in their child's education at home and at school. For example, parents willingly spend their time closely monitoring homework and volunteering their time at school in a variety of ways that support and embellish the educational program. Through a wide variety of donated expertise, our parents have invested their heads, hands, and hearts in creating a school environment that welcomes students and motivates them to learn.

We are extremely proud of our Spalding English Language Arts Program. Through the daily implementation of Spalding, our elementary and middle school teachers have provided their students with consistent growth in reading. Once again this year we are pleased and proud that our all of kindergarten children learned how to read.

Our enrollment has been based on a lottery system resulting in a student body with varied backgrounds and abilities. All of our students are required to maintain at least a 77% academic average in order to remain at our school for the following year. Due to the strength of our back-to-basics curriculum, we have taken our broad mix of students during our six years of existence to the point where our standardized test results and our school report cards (elementary, middle and high) place our school among the best performing schools in Charleston County. Charlestowne Academy has been recognized as a Palmetto Gold School by the State Education Department and as a School of Improvement by The Charleston County School Board.

Our business partners to date have included Publix, Harris Teeter, Food Lion, BiLo, Ravenswood Plantation, Stockade Storage, Bojangles, Coke Consolidated, Lowes and Piggly Wiggly. With their help and the ongoing support of every family in the school, we will continue to demonstrate the phenomenal success of our back-to-basics curriculum and our parent-teacher-student partnership.

Edward Tichi, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.